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ABSTRACT

At Berkeley Preparatory School in Tampa, Florida, faculty evaluation has been redefined as "review for professional development," and faculty professional development has evolved into a program involving many people, with a philosophy of its own--"everyone's responsibility and benefit." It is an ongoing process throughout the year, and its goal is to recognize potential problems and to eliminate them before full-blown problems surface. The process is involved and comprehensive; however, it serves positively to accomplish its goal of reaching and maintaining faculty potential through faculty involvement in professional development. It involves a number of colleagues at different levels of responsibility (Division Director, Department Chairpersons, peer evaluators/reviewers) with the Headmaster as recipient of the information compiled. This paper presents a detailed schedule of the faculty evaluation/review process, and provides copies of the teacher self-evaluation and department chairmen evaluation form, the teacher peer evaluation form, classroom observation form, faculty evaluation by students form, and other forms. (JDD)

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The Evaluation Center
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FACULTY INVOLVEMENT IN PROFESSIONAL DEVELOPMENT: EVERYONE'S RESPONSIBILITY AND BENEFIT

By: Betty-Bruce H. Hoover

Tampa, Florida

Berkeley Preparatory School

July 13, 1994

Faculty Involvement in Professional Development:

Everyone's Responsibility and Benefit

The school motto "Discipline, Diligence, Integrity" and the school philosophy and objectives state the school's commitment "to provide the best possible environment to nurture the intellectual, emotional, spiritual, and physical development of each student. It is a philosophy which is aimed at preparing students for the college world and the world beyond.

The Berkeley standard is the same for all students regardless of background; therefore, the instructors who contribute to the development of this standard have a common responsibility. Yet these instructors themselves come from different backgrounds of training, personal philosophy, and expertise. How can they feel confident that they are fulfilling the school's commitment to its ideals as outlined in the philosophy and objectives of the school and as stated in the school motto unless they receive constructive criticism of their work at Berkeley? Their performance must be evaluated/reviewed.

The professional development of a school's faculty has often rested on the shoulders of a few top administrators and has earned the title of "evaluation" which for many carries the connotation of what is wrong, not what is right. While it is true that weaknesses must be identified and improved, it is also true that identification of strengths is often the route to turning weaknesses into strengths and to outlining the process and means for this development. "Evaluation" at Berkeley is redefined as "Review for Professional Development," and these terms are used interchangeably in this report.

At Berkeley the faculty professional development has evolved into a program involving many people and has adopted a philosophy of its own - "Everyone's responsibility and Benefit." With basic research scheduled for Semester I, it is an ongoing process throughout the year, and its goal is to recognize potential problems and to eliminate them before full-blown problems surface.

The months of September-December are set aside for recognition of "how we teach" and "how we can improve our teaching" at Berkeley Preparatory School. Everyone is involved in a part of the process to some extent.

Directly involved in the full evaluation/review process are the Headmaster, the Division Director, the Department Chairman, peer teacher evaluators/reviewers, and the faculty member being evaluated/reviewed.

The evaluation/review process is as follows:

1. Department Chairmen identify faculty members for the full evaluation/review process.

2. Department Chairmen and those faculty members scheduled for a full evaluation/review schedule a pre-meeting for distribution of self-evaluation/review forms and evaluator's/reviewer's forms. (Form A attached) Also distributed are peer evaluation/review forms, and peer evaluators/reviewers are selected. (Form B attached) One peer evaluator/reviewer is selected by the Department Chairman, and one is selected by the faculty member. In this pre-meeting the Chairman and the faculty member discuss the evaluation/review process.

3. The Department Chairman and those scheduled for a full evaluation/review schedule post-meetings for discussion of all components and the results of the evaluation (includes the signing of evaluation form).

4. Class observations of all faculty members are scheduled by the Department Chairman, peer evaluators/reviewers, and the Division Director. (Form C attached)

5. Teachers use the student evaluation/review form for the teacher's own edification or for the teacher to share for the full evaluation/review. (Form D attached)

6. Department Chairmen schedule meetings with the Division Director to discuss and to evaluate/review all members of the department. (Form E attached)

7. Department Chairmen meet with the Upper Division Director to discuss the chairman's performance as teacher and department chairman. (Form F attached)

8. The Division Director meets with each faculty member to discuss plans for the succeeding year and to review the results of the review/evaluation. (Form F attached)

9. All information is compiled by the Division Director.

10. All information is presented to the Headmaster.

Since each Department Chairman meets weekly with the Division Director, ongoing discussion of the progress of the evaluation/review process and the performance of each faculty member is possible. In addition, meetings of the group of department chairmen facilitate the progress of the evaluation/ review process and the dissemination of information regarding the evaluation/ review.

The scheduling of the process is as follows:

1. In March of the preceding school year the Department Chairmen determine who is to receive a full evaluation/review in the coming school year. Faculty members are scheduled for a full evaluation/review every three years, and new faculty members are fully evaluated/reviewed in the first year. Those instructors who receive an evaluation/review with more than one strong recommendation are evaluated/reviewed again the next year.

2. In addition, every other faculty member receives an/a evaluation/review of a paragraph or two outlining his/her performance.

3. In March or April of the preceding year, each Department Chairman begins class visits when possible.

4. In August of the current school year, faculty members receive a faculty handbook containing an explanation of the evaluation/review process and a copy of the forms to be used in the evaluation/review.

5. By September 1 the Department Chairmen receive a packet of all evaluation/review information, including the process and the schedule to be followed that school year.

6. By September 15 the Division Director meets with the Chairman of each department to discuss faculty members in the department and to outline the specific process of evaluation/review for each department member.

7. By September 15 each faculty member receives an information sheet for outlining accomplishments in the profession. This sheet is returned to the Division Director. (Form G attached)

8. In September, October, and November the evaluations/reviews take place and include the following:

    a. Department Chairman visits - 2-8 visits and sometimes a full week in the class;

    b. Peer evaluations/reviews

        1. One person selected by the faculty member being evaluated/reviewed, and
        2. One person selected by the Department Chairman;

    c. Peer visits to the classroom;

    d. Completion of peer evaluation/review forms which are given to the Department Chairmen;

    e. Completion of evaluation/review sheet by faculty member and Department Chairmen;

    f. Meeting of Department Chairman and evaluee to finalize forms and to discuss the results of visits, commendations, and recomendations; and

    g. Class observations by Division Director.

9. In late November each Department Chairman meets with the Division Director to discuss all of the faculty members in the Department with emphasis on the full evaluations/reviews.

10. Recommendations for the status of each faculty member for the succeeding school year are outlined.

    Options are:

    a. Teacher is recommended for rehiring;
    b. Another full evaluation/review is scheduled;
    c. Teacher receives conditional letter and is re-evaluated/reviewed in the spring and status is determined then; or

d. Teacher is recommended to seek other employment. This recommendation is determined only when all other options have failed and when the best interests of the school and the faculty member will be met by such a recommendation.

Department members are assigned to three categories:

a. Exceptional contributions to the department,
b. Adequate contributions to the department, and
c. Needing improvement in contributions to the department.

Recommendations for improving performance are facilitated. These may include enrollment in courses, workshops,and/or counselling, work with peers, observations of other teachers and other classes, or continued meetings with Department Chairman and/or Division Director.

11. In late November all requests and needs of the department and the chairmen are outlined. In addition, the performance of the Department Chairman as teacher and as Department Chairma is discussed with appropriate commendations and recommendation following. (A process and form for formally reviewing the performance of Department Chairmen is being formulated by a committee of Department Chairmen.)

12. By December 1 all full evaluation/review forms and paragraphs on other faculty members who are not undergoing a full evaluation/review are due to the Division Director.

13. In early December, the Division Director meets with every member of the faculty and discusses the following:

a. Teacher review of successes and failures in the school year,
b. Long term goals,
c. Plans for the next school year,
d. Further development of skills,
e. Teaching conditions and mean of improving these conditions,
f. Special needs or requests,
g. Suggestions for the succeeding school year,
h. Separate points of the evaluation/review,
i. Teacher absences and tardies,
j. Teacher performance in other supervisory duties,
k. Teacher support of school policy,

l. Interests in co-curricular sponsorship or in other programs, and
m. Overall school concerns.

As much as possible, focus is placed on the positive aspects of performance.

14. The Division Director collates all material by department and division:

    a. Full evaluees/reviewers

        1. Information sheet,
        2. Chairman/Teacher evaluation/review form,
        3. Peer evaluations/reviews,
        4. Results of Division Director classroom observations,
        5. Results of Department Chairman meeting, and
        6. Results of Division Director meeting.

    b. Other department members

        1. Information sheet,
        2. Paragraph provided by Department Chairman,
        3. Results of Division Director class observation,
        4. Results of Department Chairman meeting, and
        5. Results of Division Director meeting.

    c. Assignment to categories by Department Chairman and Division Director,

    d. Recommendations for the succeeding school years, and

    e. Special needs and requests of the department and individual faculty members for the remainder of the current school year and the succeeding school year. These requests are implemented as soon as possible.

15. The Division Director meets with the Headmaster to discuss each faculty member and to make recommendations which have resulted from the evaluation/review process.

16. The Headmaster uses recommendations to determine contracts and raises for succeeding year.

17. Contracts are mailed in late January for the succeeding year and are due for return to the Headmaster by the end of February. Any extenuating circumstances surrounding the signing of a contract may be discussed with the Headmaster, and extensions may be granted.

18. Through the Curriculum Committee the process of "how we teach" and strive for teaching excellence is being reviewed through the use of the publication Twenty Principles of Teaching Excellence: The Teacher's Workbook by M. Walker Buckalew, Ph.D. (1992) A means of evaluation/review of this very subjective process of "how we teach" is being formulated by the Curriculum Committee. Meanwhile the process outlined above meets this need for reviewing "how we teach."

19. Classroom observations by the Department Chairman and the Division Director continue in the spring as needed for conditional evalations/reviews, for further information for the succeeding year, and for information regarding student/teacher interaction for counselling or discipline information and purposes.

20. Each faculty member is asked to visit two classes outside his or her department and/or division for information in other subject areas and with other age groups. These visitation forms are due to the Division Director by June 1. (Form H attached)

The teacher evaluation/review process at Berkeley Preparatory School is involved and comprehensive; however, it serves positively to accomplish its goal of reaching and maintaining faculty potential through faculty involvement in professional development. Ideally, it spans the school year and involves a number of colleagues at different levels of responsibility (Division Director, Department Chairmen, peer evaluators/reviewers) with the Headmaster as recipient of the information compiled.

The process focusses on the positive to accomplish its goal of reaching and maintaining faculty potential through faculty involvement in professional development. Through this program we strive to make our teachers be the best they can be. Teachers in turn strive to make our students the best they can be, and teachers share their professional growth experience and results with other faculty members. Thus, the program is successful in communi-icating that faculty professional development is everyone's responsibility and contributes to everyone's benefit.

To: Department Chairmen

From: Upper Division Director

Date:

FACULTY MEMBER EVALUATION/REVIEW PROCESS

UPPER DIVISION

1. Formal Evaluation (Faculty evaluation/review checklist and written form.)

   Each faculty member will be formally evaluated/reviewed by the Department Chairman every three years. Priority will be given each year to new teachers and those teachers who have added or changed assignments.

   Department Chairmen will evaluate/review according to the process they have outlined for their departments. These processes include the completion of a self-evaluation/review and department chairman evaluation/review (may include pre-meeting and post-meeting) and two peer observations (one selected by the teacher and one selected by the Department Chairman).

   The Upper Division Director will visit classes and complete a classroom observation form. The results will be discussed with the department chairman and each individual teacher at the appointment each has been asked to make with the Upper Division Director.

   All evaluations/reviews must be completed by December 1.

II. Informal Evaluation

   All teachers who are not evaluated/reviewed formally will be observed for the purpose of faculty development. Observations will be by the Department Chairman and Division Director. This information is submitted to the Division Director by December 1 in a written paragraph.

   These teachers follow the rest of the process with the Department Chairman and the Division Director.

III. Faculty Development

   Teachers are advised to enroll in seminars and/or workshops. They may be asked to observe other classes; they may be reevaluated/reviewed again later in the year or undergo a full evaluation/review the following year.

   All attempts are made to begin faculty development immediately.

IV. Classroom Visitation

   Every teacher in the Upper Division should visit at least <u>two</u> classes outside his/her department and, if possible, the Division. These two visits should be completed by June 1, and forms (available in the Upper Division office) should be turned in to the Division Director.

BERKELEY PREPARATORY SCHOOL
Confidential Information
Full Evaluation/Review

Individual Teacher Self-evaluation/Review and Department Chairman Evaluation/Review

DEPARTMENT _____

Teacher _____ School Year _____ Date _____

Assignment (Subject/Grade) _____

1 - Outstanding 2 - Good 3 - Satisfactory 4 - Needs Improvement 5 - Unsatisfactory

		Teacher's Self Evaluation					Chairman's Evaluation				
		1	2	3	4	5	1	2	3	4	5
I.	PERSONAL QUALITIES										
A.	Maintains neat and clean personal appearance										
B.	Possesses self-confidence										
C.	Maintains appropriate level of enthusiasm										
D.	Other										
II.	CLASSROOM MANAGEMENT										
A.	Maintains presentable classroom appearance										
B.	Uses and maintains equipment and classroom property										
C.	Provides classroom atmosphere conducive to learning										
D.	Provides consistent standards for acceptable classroom behavior										
E.	Maintains good classroom control										
F.	Organizes and uses class time well										
G.	Encourages both high quality and punctuality in student assignments										
H.	Encourages questions and class discussion										
I.	Responds well to students' needs, difficulties, questions, ideas, and sincere efforts										
J.	Other										
III.	TEACHING PROCEDURES										
A.	Uses vocabulary and content appropriate to the subject area and to the students' abilities				/						
B.	Speaks clearly in class										
C.	Plans and prepares lessons carefully										
D.	Turns in lesson plans										
E.	Exhibits enthusiasm for the subject matter										
F.	Stimulates and maintains student interest										
G.	Makes lesson objectives clear										
H.	Presents oral and written material clearly to students										
I.	Gives oral and written directions clearly										
J.	Uses effectively a variety of instructional materials (handouts, blackboard illustrations, audio-visual materials, diagrams, maps, charts (other))										
K.	Makes clear and concise tests which measure student progress adequately										
L.	Assigns appropriate homework in both quality and quantity										
M.	Communicates grading standards to students										
N.	Evaluates pupils fairly, using a variety of supportive data to determine a grade and effort mark										
O.	Other										
IV.	PROFESSIONAL ATTITUDES										
A.	Demonstrates continual interest in learning										
B.	Observes appropriate confidentiality relating to students and teachers										
C.	Completes department records and reports accurately and on time										
D.	Works cooperatively with other department members										
E.	Makes suggestions and offers criticism with discretion										
F.	Responds well to constructive criticism										
G.	Observes school policy										
H.	Observes department policy										
I.	Other										

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V. EVALUATOR'S COMMENTS AND/OR SUGGESTIONS

Signature of Evaluator _____ Date _____

VI. EVALUEE'S COMMENTS AND/OR SUGGESTIONS (including any disagreement with the above evaluation.)

I (do, do not) authorize the transmittal of this evaluation as part of any other dossier.

Signature of Evaluee _____ Date _____

FULL EVALUATION/REVIEW
TEACHER PEER EVALUATION/REVIEW

Teacher _____ Peer _____

Date _____ Period _____

Department _____ Course _____

I. Purpose

The major goal of peer evaluation is teacher improvement and growth. It is part of the Formal Evaluation required of every teacher every three years.

II. General Procedure

a. The teacher will choose one evaluator and the Department Chairperson will appoint a second. Each peer will schedule a visit to observe and comment on the teacher's class room performance. Peer evaluators may be from any department/division.

b. The evaluation will be based upon goals, objectives and methods established by the teacher.

III. Specific Implementation

a. Preview by teacher and peer of the lesson including goals, objectives and methods

b. Evaluation visit

c. Post-evaluation discussion between teacher and peer

d. Review of the evaluation by the Department Chairperson

e. Review of evaluation by the Division Director

f. Retention of the evaluation in the teacher's file by the Division Director

IV. Criteria

a. Ranking

1 - Outstanding
2 - Excellent
3 - Good
4 - Improvement Needed
5 - Unsatisfactory
6 - Not Applicable

b. Professional Qualities

1. Shows facility in the subject 1 2 3 4 5 6
Comments:

2. Shows evidence of planning and preparation 1 2 3 4 5 6
Comments:

(continued)

3. Possesses self-confidence 1 2 3 4 5 6
Comments:

4. Shows enthusiasm 1 2 3 4 5 6
Comments:

5. Other _____ 1 2 3 4 5 6
Comments:

c. Classroom Atmosphere

1. Responds well to students' needs, questions and ideas 1 2 3 4 5 6
Comments:

2. Organizes and uses class time well 1 2 3 4 5 6
Comments:

3. Stimulates open exchange of ideas 1 2 3 4 5 6
Comments:

4. Other _____ 1 2 3 4 5 6
Comments:

Peer's Signature _____

V. Teacher's Comments

Teacher's Signature _____

PEER OBSERVATION

Date _____ Teacher _____

COMMENDATIONS:

RECOMMENDATIONS:

Evaluator _____ Form B

CLASSROOM OBSERVATION FORM

Berkeley Preparatory School

Instructor _____ Course _____ No. of Students _____

Date _____ Period _____ Time _____ Day _____

Department Chairman _____

I Method of Presentation of Subject Matter

II Management of Class

III Inter-personal Relationship with Students

IV Suggestions and Comments of Evaluator

V Comments of Instructor Being Evaluated

(Used by Upper Division Director)

Form C

Faculty Evaluation/Review Survey by Students

Please answer all questions you feel you can answer. You may comment after each question or on the back if you would like to do so.

Teacher's name _____ Name of course(s) _____

Your name (optional) _____ Are you returning to Berkeley next year? _____

In your opinion, does your teacher have an enthusiastic attitude toward the subject?

_____ yes _____ no _____ uncertain

In your opinion, does your teacher have adequate knowledge of the subject matter?

_____ yes _____ no _____ uncertain

Does he/she seem prepared for class? _____ yes _____ no _____ uncertain

What method(s) of teaching is (are) used? _____ lectures _____ discusses _____ goes over homework _____ other (explain)

Do you learn well with this method? _____ yes _____ no _____ sometimes

What do you think is your best learning style?

_____ lecture _____ discussion _____ writing _____ av _____ hands on experiences

Does the teacher present information in an understandable manner? _____ yes _____ no _____ sometimes

Are the homework assignments clear and reasonable? _____ yes _____ no _____ sometimes

Does the teacher demonstrate respect for student opinions? _____ yes _____ no _____ sometimes

Does he/she regard you as an individual? _____ yes _____ no _____ unsure

Is he/she receptive to your problems and willing to help? _____ yes _____ no _____ sometimes

Is he/she concerned with your understanding the material? _____ yes _____ no

Is the feeling you sense from the teacher negative, positive, or neutral toward you? (circle one)

Are your overall feelings about the teacher negative, positive, or neutral? (circle one)

Do you feel intimidated by him/her? _____ yes _____ no _____ sometimes

Do you feel that he/she likes and/or respects you as a person? _____ yes _____ no _____ uncertain

Does the teacher treat all students fairly? _____ yes _____ no

Does the teacher help to make the course material interesting and motivate the student to learn?

_____ yes _____ no _____ parts

Do you look forward to class? _____ usually _____ sometimes _____ never

When you leave the class, do you feel that you have used the time productively? _____ yes _____ no _____ sometimes

Does the course allow for individual thinking and creativity? _____ yes _____ no

Do the tests cover assigned material? _____ yes _____ no _____ some _____ unsure

Do the tests require students to think? _____ yes _____ no _____ some _____ unsure

Is the teacher willing to give extra help? _____ yes _____ no _____ sometimes

The grade I expect in this class is: A, B, C, F (if you expect to fail, mark F)

Form D

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Teacher Evaluation/Review Survey - Page 2

1. Write what you liked best about this class and the teacher.

2. Write what you liked least about the class and the teacher.

3. If you were teaching the class, what would you do differently?

4. How have you benefitted from this course?

5. What teaching techniques might the teacher use that would benefit you?

Please feel free to make any additional comments.

Form D

TEACHER EVALUATION/REVIEW

For use by students in a class.

COMMENDATIONS

1.

2.

3.

4.

5.

RECOMMENDATIONS

1.

2.

3.

4.

5.

Form D

Discussion with _____
Department Chairman

Re: _____
Department Member

Date: _____

Commendations

Recommendations

(Used by Division Director in discussing each department member with Department Chairman) Form E

UPPER DIVISION EVALUATION/REVIEW

Year _____

NAME: _____

DEPARTMENT: _____

CONFERENCE DATE & TIME: _____

1. PLANS FOR 19 __ - 19 __

2. INFORMATION SHEET

3. CLASSROOM EVALUATION

   a. COMMENDATIONS

   b. RECOMMENDATIONS

4. HOW FIT INTO DIVISION

5 CONTRIBUTIONS TO DIVISION - CO-CURRICULARS

6. CO-CURRICULAR PREFERENCES FOR 19 __ - 19 __

7. ATTENTION TO OTHER DUTIES

   a. Convocation, Class Meeting

   b. Lunch, Parking Lot, Detention

   c. Study Hall/Library

   d. Turning in information

   e. Attendance at Meetings

   f. Absences/Tardies

(Used by Upper Division Director in meeting with each faculty member.)

Form F

(continued).

8. CONCERNS OF EVALUEE (Will be consolidated on evaluation concerns report.)

9. LEVEL

a. Outstanding

b. Average to Berkeley

c. Needs Improvement

Year: 19 __ - 19 __

Name: _____

Came to Berkeley: 19 __

Institutions and Degrees	Teaching Experience

Courses Being Taught This Year	Year	Also Qualified to Teach

Committees This Year	Cocurricular Assignments	Other Berkeley Classes Observed	
		Date	Class

Professional Organization Memberships	Seminars Attended This Year

Graduate Courses Taken	Year	Other Courses Taught (non-Berkeley)

(Distributed w/form from previous year for updating Plans are underway for computer database input)

CLASS VISITATION RECORD

Name _____

Class Visited _____

Teacher Visited _____

Date _____ Time _____

I learned _____

_____

_____

_____

_____

_____

_____

CLASS VISITATION RECORD

Name _____

Class Visited _____

Teacher Visited _____

Date _____ Time _____

I learned _____

_____

_____

_____

_____

_____

_____

Form H